

Understanding Text Dependent Analysis

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Introductions

- Introduce yourself around the table
- Share:
 - Your understanding of Webb's Depth of Knowledge
 - Scale of 0 - 3
 - One thing you hope to learn today
 - One question you have about Text Dependent Analysis

2-Day Agenda:

Today:

- Understanding Text-Dependent Analysis (TDA) Questions
- Analyzing a Text-Dependent Analysis (TDA) Question
- Developing TDAs

Tomorrow:

- Analyzing the state TDA Scoring Guidelines
- Scoring student work using the state TDA scoring guidelines
- Work session for developing TDAs for your classrooms

Before we begin...

Text-Dependent Analysis Questions

1. Record your understanding of **Text-Dependent Analysis Questions (TDA)** in your Notes and Resources document (page 2) by explaining what a student is expected to do when responding to a **TDA**.
 2. Write down as many **questions** as you can about Text-Dependent Analysis Questions.
- Take 10 minutes to discuss your understandings and questions with your table group to gain additional understanding.
 - Share your discussion with the entire group.

Background:

- Pennsylvania Core Standards (PCS) identifies text-dependent analysis as the ability to “draw evidence from literary or informational texts to support analysis, reflection, and research”.
- Prompts to measure the PCS will move beyond general reading comprehension to specific questions that require the use of text-dependent evidence

Assessment Anchors

- Examine the grade level **Assessment Anchors** on the wiki.
- Find the section that identifies the **Descriptor and Eligible Content** for **Text-Dependent Analysis**.
- As a table group, review the anchors along with a previous PSSA reading assessment example (found on next slide).
- Discuss how the current anchor expectations are the same and/or different from how students have previously been assessed for reading on the PSSA.
- Share.

Previously...

Old Constructed Response

What is a lesson the judge teaches the baker? Give at least two reasons to support your answer.

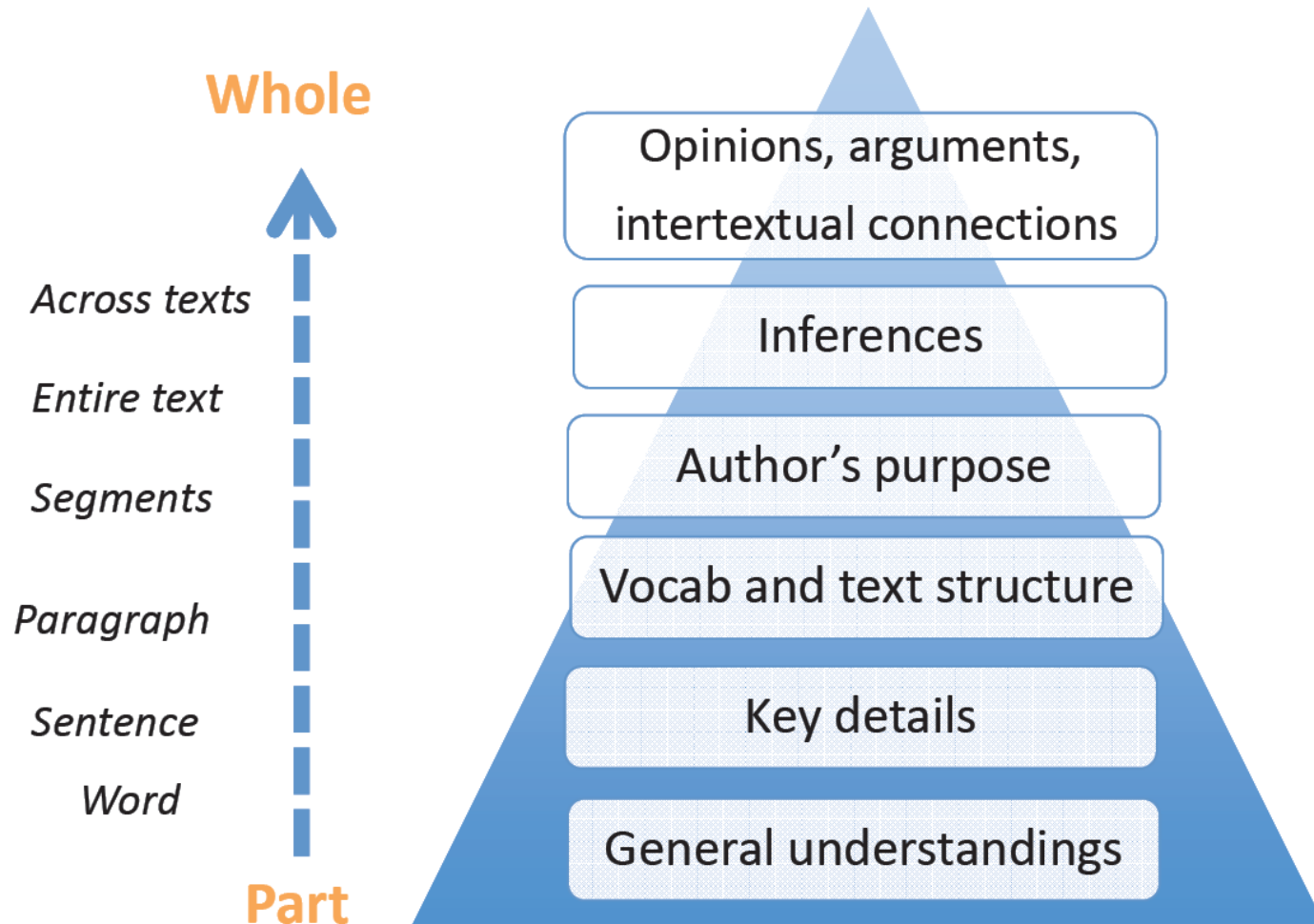
Text-dependent Analysis

The judge stated “Punishment should fit the crime. I have decided that the price for the smell of bread shall be the sound of money.” Write an essay analyzing why he makes this statement. Use evidence from the passage to support your response.

PA Core Standards and Shifts for ELA/Literacy

1. Balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature
2. **Focusing on close and careful reading of text so that students are learning from the text**
3. **Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read**
4. Stressing an academically focused vocabulary so that students can access more complex texts

What are Text-Dependent Analysis Questions?



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Shift #2 & 3:

Text-Dependent Analysis Questions:

1. Supports these key shift – point students towards parts of the text most important to pay attention to
2. Questions highlight and scaffold key knowledge and information from texts
3. Requires students to examine and use evidence from the text to analyze core understandings and key ideas
4. Expects students to construct a **well-written essay** to demonstrate **analysis** of the text, **moving beyond** answering open-ended questions about explicit and implicit information, summarizing, and being aware of vocabulary or text structure

What are Text-Dependent Analysis Questions?

Text-dependent questions requires close reading of a text.

These questions require students to provide evidence from the text **and** to draw inferences based on what the text says in order to **support an analysis**.

This is different from reading comprehension questions which require students to read to get the “gist” of the text.

What are Text-Dependent Analysis Questions?

A **text-dependent analysis** question does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

Text-Dependent Analysis Questions...

- May begin with a literal check for understanding **but must also** require ***analysis, synthesis, or evaluation***
- Emphasize the use of explicit and implicit information from the text to support reasoning and **analysis** (defined as: *detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation*)
- Focus on word, sentence, paragraph, segment, whole text, or across texts

Text-Dependent Analysis Questions expects students to engage in close reading to...

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Basic Understanding in Reading

- Understand the main ideas within a text
 - *The passage is mainly about...*
- Understand supporting details within a text
 - *The author writes..., which statement best supports this claim?*
- Understand the meaning of a word within a sentence
 - *What is the meaning for the word ...in the sentence?*
- Understand the meaning of phrases within a sentence
 - *What word best describes the phrase...?*
- Understand explicit information from the text
 - *Identify two challenges that the main character encountered ...*
- Inferring information from the text
 - *State the theme or the author's message*

Non-Examples and Examples

Not Text-Dependent Analysis Questions	Text-Dependent Analysis Questions
<p>In the text there was a curious bird who says to Tortoise, <i>“And you showed yourself, too”</i>. Describe a time when you <i>showed yourself</i> that you could do something.</p>	<p>The text begins with: There once was a curious bird who wondered, <i>What can a small bird be?</i> Write an essay that analyzes why the authors chose to begin the text with this question. Use evidence from the text to support your response.</p>
<p>Amelia Earhart has been depicted as a daring, courageous person. Identify at least three events that demonstrate these traits. Then write a summary of Amelia Earhart’s life.</p>	<p>The authors of each of the two texts about Amelia Earhart have stated that she was a daring, courageous person. Consider the argument each author made to demonstrate her bravery. Write an essay that analyzes the strength of the arguments using textual evidence to support your ideas.</p>
<p>In “Casey at the Bat”, Casey strikes out. Compare yourself to Casey by describing a time when you failed at something.</p>	<p>The author of “Casey at the Bat” uses humor to describe Casey’s experiences. Write an essay analyzing the author’s techniques. Be sure to use textual evidence to support your analysis.</p>

Depth-of-Knowledge and TDA Questions

Depth-of-Knowledge Level 1: Recall and Reproduction

Basic recall of concepts, definitions, facts, and processes

Simple skills and abilities or recall of one right answer

Answering a Level 1 item can involve following a simple, well-known procedure or formula

Depth-of-Knowledge Level 2: Basic Application of Skills and Concepts

Includes the engagement of some mental processing beyond recalling or reproducing a response

Items require students to make some decisions as to how to approach the question or problem – acting on the information

These actions imply more than one mental or cognitive process/step, but there is still one right answer

DOK Level 3: Strategic Thinking

Requires deep understanding as exhibited through planning or sequencing of steps

Requires some decision making with justification with evidence

Assessment items have more than one possible answer and are abstract, complex, or non-routine

DOK Level 4: Extended Thinking

Requires high cognitive demand and is very complex

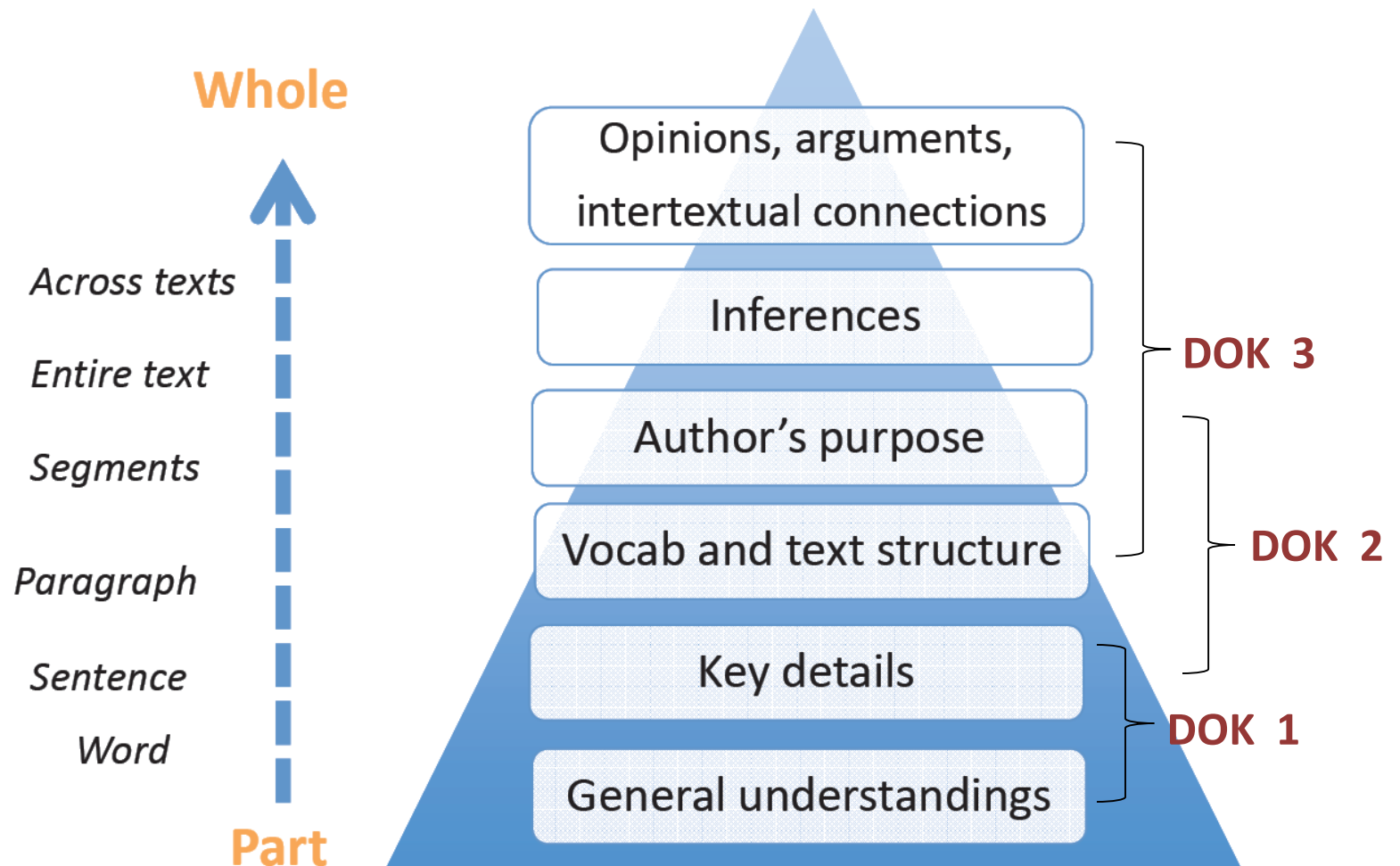
An investigation or application that requires time to research, think or process multiple conditions of the problem

Non-routine manipulations or connections across disciplines/content areas/multiple sources

Cognitive Rigor Matrix

- Examine the Cognitive Rigor Matrix for ELA
- What do you notice about DOK Levels 1, 2, and 3; AND what do you notice with regard to Reading Comprehension and Text-Dependent Analysis Questions?

Text-Dependent Questions



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Close Reading & TDA

How is close reading connected to Text-Dependent Analysis Questions?

Reading –A Primer on “Close Reading of Text”
(page 4-8 in Notes and Resources)

Close Reading & TDA

Discuss at tables. Create a table 3-2-1 response using evidence from the text to support your claims.

- 3 things students will need to be successful
- 2 things teachers will need to be successful
- 1 thing administrators will need to do in support

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Unpacking a TDA Prompt

- Focus:
 - What/where is the prompt focus?
- Question:
 - What is prompt asking me to do?
 - What are the 'hidden' (implied) questions?
- Goal:
 - What does my product look like?

Unpacking a TDA Prompt

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from both the passage and the poem to support your response.

PSSA Preliminary Item and Scoring Sampler, Grade 6

Unpacking a TDA Prompt

When Shelly tells Marisa about the Mystery Club, she is immediately interested and asks, “Could I join?” In order to join, Marisa first has to solve a mystery. Write an essay analyzing the importance of solving the mystery to both Marisa and the members of the Mystery Club. Use evidence from the passage to support your response.

PSSA Preliminary Item and Scoring Sampler, Grade 4

Unpacking a TDA Prompt

What scaffolds might you put in place to support students in unpacking a TDA prompt?

What scaffolds might you put in place to support students in preparing to write a response to a TDA prompt?

Developing TDA Questions

Examine the PSSA Anchors and Eligible Content for your grade.

- What **Reading** Anchors and Eligible Content partner with the Text Dependent Analysis Anchor and Eligible Content?
- What **Writing** Anchors and Eligible Content partner with the Text Dependent Analysis Anchor and Eligible Content?

Developing TDA Questions

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from both the passage and the poem to support your response.

- What **Reading** Anchors and Eligible Content align with this prompt?
- What **Writing** Anchors and Eligible Content align with this prompt?

Developing TDA Questions

When Shelly tells Marisa about the Mystery Club, she is immediately interested and asks, “Could I join?” In order to join, Marisa first has to solve a mystery. Write an essay analyzing the importance of solving the mystery to both Marisa and the members of the Mystery Club. Use evidence from the passage to support your response.

- What **Reading** Anchors and Eligible Content align with this prompt?
- What **Writing** Anchors and Eligible Content align with this prompt?

Developing TDA Questions

Same three components can be used to write TDAs.

- Focus:
 - What/where is the prompt focus?
- Question:
 - What is prompt asking me to do?
 - What are the 'hidden' (implied) questions?
- Goal:
 - What does my product look like?

Requires the writer of prompt to know, beyond a surface level, what the text offers.

Developing TDA Questions

(Pages 9-10 in Notes and Resources)

Step 1: Read and annotate the text

Step 2: Identify the **essential understanding(s)** and key supporting details from the text (what is noteworthy and what supports this)

Step 3: Locate and identify academic vocabulary and key text structures that are connected to the essential understandings and key ideas

Step 4: Propose a culminating text-dependent analysis question

Step 5: Identify the expected proficient-level response

Step 6: Identify the standards associated with the text-dependent analysis question

Developing TDA Questions: Essential Understandings

- Clarify your own understanding regarding core understandings and key details.
- **Literature:** essential understandings and big ideas can focus on theme, interactions of characters, events in the story, important events, or any other features that are central
- **Informational Text:** essential understandings and big ideas can be closely aligned to the important ideas, the author's purpose, claims, or arguments.

Let's Practice I'll Model...

Example from *Because of Winn Dixie*,
by Kate DiCamillo (Notes & Resources, page 11-15)

Synopsis of Story: Opal has just moved to a new town in a new state and has no friends yet. Through a series of comic mishaps inadvertently started by her very special dog, Winn-Dixie, Opal meets Miss Franny, the town librarian. Opal realizes that they have much in common and a friendship is ignited.

Steps 1-3: (Notes & Resources, page 4)

- Read and annotate the text
- Identify essential understandings and key supporting details from the text (what is noteworthy and what supports this)
- Identify academic vocabulary and key text structures that are connected to the essential understandings and key ideas

Because of Winn Dixie

It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.

Identifies first encounter of Miss Franny and Winn-Dixie.

Because of Winn Dixie

This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.

Identifies what happens to Miss Franny.

Because of Winn Dixie

"Yes ma'am," I told her. "He has a large heart, too."

"Well," Miss Franny said. She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet. "Let me get a chair and sit down so I can tell this story properly."

Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.

"Well now, look at that," she said. "That dog is smiling at me."

Shows that Miss Franny is beginning to like Winn-Dixie.

Because of Winn Dixie

"We could be friends," I said to Miss Franny. "I mean you and me and Winn-Dixie, we could all be friends."

Miss Franny smiled even bigger. "Why, that would be grand," she said, "just grand."

Explicitly shows that they have become friends.

Because of Winn Dixie

scary scream.

trembling and shaking.

large heart,

fine talent,

Shows a progression of Miss Franny and Opal becoming friends.

Let's Practice...

Example from *Because of Winn Dixie*,
by Kate DiCamillo

Essential Understanding

Friendships form in many ways and
may take time to develop.

Because of Winn Dixie, by Kate DiCamillo

Because of Winn Dixie, by Kate DiCamillo

Based on the **Essential Understanding**, what are the key supporting details from the text?

Step 4: What Text-Dependent Analysis Question could you ask about this text?

Because of Winn Dixie, by Kate DiCamillo

Based on the Essential Understanding what Text-Dependent Analysis Question could you ask about this text?

The author of the “Because of Winn Dixie” uses a dog to introduce two people. Write an essay analyzing why “Because of Winn Dixie” is an appropriate title for the passage. Be sure to use evidence from the text to support your analysis.

Because of Winn Dixie, by Kate DiCamillo

Because of Winn Dixie, by Kate DiCamillo

Step 5: What would you expect to see in a proficient student response?

Consider: Does your question require analysis and for students to demonstrate their analysis through an essay? If not, revise your question.

Because of Winn Dixie, by Kate DiCamillo

Step 5: What would you expect to see in a proficient student response?

Students should explain, using explicit and implicit evidence from the text, including:

- how Winn-Dixie looking into the library was the cause of Miss Franny falling, which in turn led to the story about the bear and Opal's realization that she and Miss Franny were both lonely.
- relating how Winn-Dixie's response to Miss Franny ("That dog is smiling at me") endeared her to Winn-Dixie and led Opal to suggest that they could be friends.
- showing a clear understanding of how this progression of events led to the three characters becoming friends using text evidence including words and phrases, such as "talent" and "huge heart" were traits that made all this possible.
- an explanation of how the student knows that this text evidence is relevant.

Because of Winn Dixie, by Kate DiCamillo

Step 5: What would you expect to see in a proficient student response?

- Students should have a clearly written essay that includes an introduction and conclusion that demonstrates an understanding of the question, focus, and purpose.
- Students should include an organizational structure that supports the controlling ideas and details, examples, quotes, and/or facts
- Students should include grade level transitions and language
- The essay should include grade level grammar, usage, and conventions.

Because of Winn Dixie, by Kate DiCamillo

Because of Winn Dixie, by Kate DiCamillo

Step 6: What standards does this text-dependent analysis question address?

Examine the PA Core Standards.

What is the **DOK Level** of this question and how do you know?

DOK 3:

- Explain, generalize, or connect ideas using supporting evidence
- Identify/make inferences about explicit or implicit themes
- Write multi-paragraph compositions for specific purpose, focus, voice, tone, & audience

Let's Practice #2 – “We” do...

Example from *The Great Fire (excerpt)*,
by Jim Murphy

- Read the text (handout).

Steps 1 - 3: (Notes & Resources, page 9)

- Read and annotate the text
- Identify essential understandings and key supporting details from the text (what is noteworthy and what supports this)
- Identify academic vocabulary and key text structures that are connected to the essential understandings and key ideas

Discuss these at your table.

Let's Practice #2 – “We” do...

Example from *The Great Fire (excerpt)*,
by Jim Murphy

Based on the **Essential Understanding**, what are the key supporting details from the text?

Step 4: What Text-Dependent Analysis Question could you ask about this text?

Discuss at your table.

Let's Practice #2 – “We” do...

Example from *The Great Fire (excerpt)*,
by Jim Murphy

Step 5: What would you expect to see in a proficient student response?

Consider: Does your question require analysis and for students to demonstrate their analysis through an essay? If not, revise your question.

Let's Practice #2 – “We” do...

Example from *The Great Fire (excerpt)*,
by Jim Murphy

Essential Understanding

???

Let's Practice #2 – “We” do...

Example from *The Great Fire (excerpt)*,
by Jim Murphy

Based on the Essential Understanding what Text-Dependent Analysis Question could you ask about this text?

???

Let's Practice #2 – “We” do...

Example from *The Great Fire (excerpt)*,
by Jim Murphy

What would you expect to see in a
proficient student response?

Consider:

- Understanding the reading & answering the prompt
- Writing of the response

Let's Practice #3 – “You” do...

Grade Level Examples

Develop your TDA

Steps 1 - 3: (Notes & Resources, page 9)

- Read and annotate the grade-level text
- Identify essential understandings and key supporting details from the text (what is noteworthy and what supports this)
- Identify academic vocabulary and key text structures that are connected to the essential understandings and key ideas

Discuss these at your table.

Let's Practice #3 – “You” do...

Grade Level Examples

Based on the **Essential Understanding**, what are the key supporting details from the text?

Step 4: What Text-Dependent Analysis Question could you ask about this text?

Step 5: What would you expect to see in a proficient student response?

Consider: Does your question require analysis? If not, revise your question.

Let's Practice #3 – “You” do...

Grade Level Examples

Each group should be prepared to share the grade-level example by:

Provide a synopsis of the story

Identify the essential understanding

Share the Text-Dependent Analysis Question

Provide what you would expect to see in a student response

Other groups should listen to the information and be prepared to critique by:

Providing “warm” and “cool” feedback

TDA Developed Questions...

Grade Level Examples



Grade 4 Question:

- At the end of the passage, *Drawing Horses*, Marisa states, “But I already know that when this drawing is finished, I’ll be signing it Marisa.” Write an essay analyzing why she makes this statement. Use evidence from the passage to support your response.

TDA Developed Questions...

Grade Level Examples



Grade 5 Question:

- The passage “Little by Little Piece by Piece,” is about three brothers who each experience a change in life. Write an essay analyzing which of the three brothers undergoes the **most** meaningful change in the passage. Use evidence from the passage to support your response.

TDA Developed Questions...

Grade Level Examples



Grade 6 Question:

- Skye's emotions change throughout "The Perfect Swim." Write an essay analyzing how the shifts in Skye's emotions are revealed in the passage. Use evidence from the passage to support your analysis.

TDA Developed Questions...

Grade Level Examples



Grade 7 Question:

- Authors often use figurative language to describe objects, characters, and situations in their stories. Write an essay analyzing the role that figurative language plays in revealing the significance of the bottled ships in the passage. Use evidence from the passage to support your response.

TDA Developed Questions...

Grade Level Examples



Grade 8 Question:

- Authors use various techniques when developing and explaining the motivations of characters. Write an essay analyzing how the author of “The Raft” reveals Dewey’s character and his motivations throughout the passage. Use evidence from the passage to support your response.

Day 1 Wrap-Up

Text-Dependent Analysis Questions

- There is no one right way to have students work with text-dependent analysis questions.
- Providing for the differing needs of students means providing and scaffolding supports differentially – not asking easier questions or substituting simpler text.
- Listening and speaking should be built into any sequence of activities along with reading and writing.
- “Re-read it, think it talk it, write it”
- The standards require ALL students to read and engage with grade appropriate complex text regularly. This requires new ways of working in our classrooms.

Close Reading

Encourage teachers to:

- Prompt students to reread text frequently for various text-dependent questions
- Students refer to evidence from the text when responding
- Questions can be varied and might include a combination of formal and informal responses
- Use a variety of teaching methods
- Use a variety of grouping configurations

Close Reading

- Avoid conducting pre-reading activities; allow students to experience the text on their own
- Give brief definitions of words in which context clues **do not** reveal meanings
- Set the stage for the lesson by posing an essential guiding question and stating the title and author
- Prepare students for grade level text complexity

What does this look like in the classroom?

- Classroom experiences stay deeply connected to the text on the page
- Students develop habits for locating evidence in both conversations, as well as in writing, to demonstrate **analysis of a text**
- Teaching elements of well-written essays
- Development of text-dependent analysis questions on a consistent basis

Day 2

- Analyzing the Text-Dependent Analysis Rubric
- Scoring student work using the state TDA scoring guidelines
- Analyzing student work to diagnose student strengths and needs related to text-dependent analysis

Day 1 Ending Notes??

Ahas

Thoughts

Wonders

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